

## Nevada educators, students meet with U.S. DOE official

U.S. Assistant Secretary of Education Brenda Dann-Messier recently toured several Adult Education programs throughout the state. The high-ranking education administrator sought input from teachers, students, and local officials in conjunction with the "Education Drives America" bus tour featuring U.S. Secretary of Education Arne Duncan and senior leaders of the Department.

On September 10 Dr. Dann-Messier, along with Nevada's Director of Adult Education Brad Deeds, visited Veterans Tribute Career and Technical Academy and the Desert Rose Adult High School and Career Center. The following day Dann-Messier, along with officials from the city of Las Vegas and Caesar's Entertainment, met with students, staff, and administrators at the College of Southern Nevada, where the group discussed work being done in Adult Education Career Pathways, GED preparation, and English Literacy courses.

Later that day, students at Western Nevada College – including Tammy Morowski, (see [Student Success Stories](#), issue 3) — shared their experiences with WNC's nationally renowned Boot Camp program. Dann-Messier congratulated students and staff on their work and assured them federal officials would continue to work on their behalf. "The stars are aligned," she said. "This is really our time. This is our moment, and we've got to seize it."

On September 12 the Assistant Secretary again met with students who had made the transition from English Literacy and GED courses to college, this time from Truckee Meadows Community College's Adult Basic Education program.

"Hearing directly from students is important," she said, "because it grounds you in reality. As Secretary Duncan frequently says, we don't have the answers in Washington. The answers are on the ground with people who are doing the work. So as we craft public policy on behalf of the nation, I like to keep the students' voices in my mind and know what services they need, so that they can be successful. And that's why I'm here. To be reminded of all the support they need, the encouragement they need, and the high quality of services they need available to them."



## CALL team kicks off with a new quarterback

By Rhea M. Watson, M.A., Literacy Trainer, [watsonr@lvccld.org](mailto:watsonr@lvccld.org), 702/507-3448



*Literacy Coordinator Tim McDonald addresses instructors.*

The CALL (Computer Assisted Literacy and Libraries) Program began the 2012-13 academic year with a bang! Fourteen contracted instructors and nine CALL Staff members convened at the Clark County Library for the first annual CALL Kickoff. The event consisted of several mini-sessions, beginning with an introduction from the newest member of the CALL staff, Literacy Services Coordinator Tim McDonald. Tim discussed the fantastic statistics from the previous (2011-12) program year: CALL served more than 1,200 students and more than sixty percent of them achieved an educational gain, showing significant progress in their literacy skills.

Other highlights of the day included information about library and literacy resources, Web sites, and lesson plans, and an opportunity to converse and learn from each other. The Kickoff also included a fabulous catered lunch, sponsored by the Las

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## Three new GED resources

**GED Testing Service**<sup>®</sup> recently announced the launch of [Your Future is Calling](#), a campaign to alert test-takers who need to finish the GED test by the end of 2013. (The current version of the test — the 2002 Series — will expire at the end of 2013, along with incomplete test scores.) Access local testing policies and deadlines at <http://www.gedtestingservice.com/finishtheged/>.

“More than a million adults have started but not finished the current GED test,” said Nicole Chestang, executive vice president of GED Testing Service. “As a nation, we cannot afford to let millions of working-age adults miss this opportunity to complete and pass the GED test, opening doors to college, training, and better jobs.”

Those interested in joining the campaign can sign up at <http://www.gedtestingservice.com/jointhecampaign/>. On the campaign site are talking points, outreach strategies, and print materials to help inform test-takers of this deadline and opportunity.

For test-takers who can't make it into the classroom on a consistent basis, GEDTS offers [GED Marketplace](#)<sup>™</sup> (<http://gedtestingservice.com/educators/gedmarketplace>), a safe and secure site that features study materials for the GED test.

The site features basic skills books, content-specific materials, computer skills training, and online practice tests — more than 100 different preparation products from 10 education companies. The site is free of ads, so there is no worry about fraudulent sites advertising to test-takers.

The [2011 Annual Statistical Report on the GED<sup>®</sup> Test](#) is available at [www.GEDtestingservice.com/educators](http://www.GEDtestingservice.com/educators). This is the 54<sup>th</sup> statistical report in the program's 70-year history; its purpose is to share useful information about those who take and pass the GED test and to encourage further discussion and research. Some highlights:

- More than 723,000 adults worldwide took at least one of the five GED test content areas.
- Approximately 631,000 individuals completed the GED test in 2011.
- Almost 454,000 men and women met the passing standard on the test by earning scores equal to or higher than the top 60 percent of graduating high school seniors.

## Easy access to important research

*Thanks to Heidi Silver-Pacuilla, researcher at the U.S. Department of Education/OVAE, for this recent post to the LINCS Community.*

The National Academies of Science has completed a web page that compiles all the materials related to the 2012 research synthesis report, *Improving Adult Literacy Instruction*. All are available as free pdf downloads at <http://nvae.us/6y>.

Two booklets based on the report are available. They are practitioner-friendly and bring several big ideas together in a clear and usable way:

*Developing Reading and Writing* includes the findings and instructional recommendations from the research, such as effective practices in reading and writing instruction for adult English language learners and best practices for those who struggle with literacy.

*Supporting Learning and Motivation* includes the research and principles of instructional design and adult motivation. Some of this research is newly applied to the field of adult literacy development.

Programs and individuals can also request copies of these booklets to be delivered in paperback/magazine format for a nominal fee.

## New! LINCS Communities of Practice

The recently launched LINCS Community is a [community of practice \(COP\)](#), work-

ing in tandem with other LINCS professional development resources — such as the LINCS Resource Collection, on-demand, web-based professional development opportunities, targeted face-to-face trainings, etc. — to advance the profession by expanding evidence-based practice in adult education.

The Community consists of 16 smaller communities of practice, called groups, which are focused on specific interest areas (e.g., adult English Language Learners, Career Pathways, Corrections, etc.). Visit <http://lincs.ed.gov/node/2> for more information and to join selected groups.



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## Passing the torch

By Meachell LaSalle Walsh, ABE/ESL Director, Great Basin College, [meachell.walsh@gbcnv.edu](mailto:meachell.walsh@gbcnv.edu), 775/753-2109

Twelve years ago when I took the ABE/ESL Director position at Great Basin College, I knew that I did not know a thing about managing people or running a whole department. I did, however, figure out whom to ask. Now, many of the “go-to” people who have provided invaluable advice over the years are retiring and leaving all of us to carry the torch of Adult Education in Nevada forward. I know that they will expect us to work with the same dedication they have, so I did not want to see them go without asking them to have the last word.



At our 2012 August Director’s meeting in Elko, I facilitated an exercise to encourage them to share their wisdom with us. I divided all participants into three groups based on the number of years served in their current positions and asked them to answer the following questions:

- The “newbies”: Thinking back to when you first started your current position, list ten questions you wanted to ask or wish you could have asked of a veteran in the field.
- The “mid rangers”: Looking back over your career, what ten pieces of advice or wisdom do you wish you had known when you started working in this field?
- The “veterans”: Looking back over your career, what are the ten most important pieces of wisdom you would pass on to a new person in the field?

The newbies came up with questions about basic, day-to-day survival skills, such as: Where is my parking space? Where are the supplies? What is the copy machine code? Where can I find information? What happened to the last person (in this position)?

The mid-rangers dug a little deeper into what our work entails; they wished they had known sooner: Take more risks and expect resistance to change. Do not assume people — even those in a leadership role — will take the initiative. You can make a huge difference in a student’s life in a short amount of time. There is a balance between friendship and being the boss!

The veterans took the most amount of time to prepare their answers, and they accomplished the task in a relaxed and organized manner ... there was no rushing them to finish! Some of their most profound responses were: Embrace change, foster creativity, practice flexibility, and share wisdom generously through concrete techniques and strategies. Dedicate your resources to the positive. Be bold enough to hire someone different from yourself. Reward staff members meaningfully, show them you value them regardless of monetary resources, and look for opportunities to support them on their career pathways and with their personal and professional development.

Everyone in the room asked questions, gained insight, and contributed to the discussion. It was refreshing to see so many different perspectives on the work that we do in adult education. As a mid-ranger myself, I needed to realize what new hires will need to know to do their jobs effectively, and I could see how what I do now in this position will affect the lives of our students for years to come. My last thought, as the exercise was coming to an end was: I sure do hope I can grow up to be a veteran adult educator!

### **CALL kick-off** *(Continued from page 1)*

Vegas-Clark County Library District Foundation and coordinated by Development Director Danielle Patrick Milam. The Foundation also surprised our instructors with stipends for their attendance and participation in the event!

The CALL Staff received great reviews about the training, the food, and the fun. The Kickoff was a great success and we look forward to next year’s event.

The CALL Program is the Las Vegas-Clark County Library District’s premier adult literacy program, the only federally funded literacy program within a library system in Nevada. The Program services the language, reading, writing, mathematical, and computer literacy needs of adults 18 and over. Currently, free classes are offered in the Clark County, Las Vegas, Spring Valley, Sunrise, West Charleston, West Las Vegas, and Windmill libraries. Additionally, satellite classes are held at the Cambridge and East Las Vegas Community Centers and at Martin Luther King Acelero Head Start. The CALL Program is funded through the Adult Education and Family Literacy Act (AEFLA) and the Las Vegas-Clark County Library District.

For more information, contact Tim McDonald, [mcdonaldt@lvccld.org](mailto:mcdonaldt@lvccld.org), 702/507-3530.



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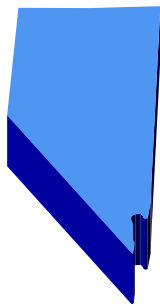
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## Nevada's CATESOL Chapters active!

The Southern Nevada Chapter of California TESOL is holding its conference, "The Promise of English," October 19-20 at the College of Southern Nevada's West Charleston Campus.

Info at <http://catesolsnv.org/>. Direct questions to [snvcatesol@gmail.com](mailto:snvcatesol@gmail.com) or call Dr. Steve Henick at 702/292-9835.



Northern Nevada's CATESOL Chapter is planning a Saturday event in November at TMCC's Meadowood Center. The focus for this one-day conference is on English Language Learners and disabilities; the keynote speaker is Joan Loustalet, Ed.D., Director, TMCC Disability Resource Center.

Contact Tünde Csepelyi, [tcsepelyi@tmcc.edu](mailto:tcsepelyi@tmcc.edu), 775/829-9052.

## How to motivate the hard-to-employ

According to an article by Benjamin Brus in the August issue of *NAWDP Advantage*, time management and motivation may be significant factors affecting students' persistence in obtaining jobs.

A study conducted by the Society for Human Resource Management found nearly one in five unemployed workers reported they spent an average of five hours or less per week conducting a job search. Less than one-in-three committed more than 20 hours.

Brus informally polled about 40 of his job club participants and found that less than 20 percent were spending 20 hours a week or more on their job search. He asked, "If nearly all of you are looking for full-time work, then what are you doing with your 40-plus hours per week now?" Many reported that because they are unemployed, family and friends are requesting their help in various ways; others claimed that they easily get caught up with housework, children, chores, and errands.

"Essentially it sounded as though many of them had time management issues," concluded Brus. "In other words, they were failing to put 'first things first.' This significantly affected motivation levels, reducing their chances for building momentum and staying the course."